



Superintendent's Extended Learning Taskforce

March 8, 2018

Icebreaker



Meet and greet three new people around the room.

Extended Learning Data



1. Program Funding

2. PTA Classes

3. ASI Breakdown

Program Funding - Elementary

<u>School Site</u>	<u>BEARS State Funding</u>	<u>BEARS Parent Fees</u>	<u>ASES Funding</u>	<u>LEARNS Parent Fees</u>
Berkeley Arts Magnet	\$223,762	\$1,274	\$74,700	\$115,660
Cragmont	\$0	\$0	\$126,306	\$79,330
Emerson	\$0	\$0	\$112,500	\$187,568
Jefferson	\$246,910	\$1,141	\$0	\$0
John Muir	\$408,944	\$3,207	\$27,000	\$0
LeConte	\$146,603	\$670	\$112,050	\$152,729
Malcolm X	\$293,205	\$1,503	\$112,500	\$247,620
Oxford	0	\$0	\$112,050	\$83,095
Rosa Parks	\$154,318	\$363	\$179,753	\$0
Thousand Oaks	\$0	\$0	\$193,500	\$152,483
Washington	\$208,330	\$2,807	\$112,050	\$113,188

Program Funding – Middle School

<u>School Site</u>	<u>BEARS State Funding</u>	<u>BEARS Parent Fees</u>	<u>ASES Funding</u>	<u>LEARNS Parent Fees</u>
King	\$0	\$0	\$258,000	\$240,533
Longfellow	\$0	\$0	\$174,504	\$58,750
Willard	\$0	\$0	\$153,900	\$85,852

PTA Classes

<u>Site</u>	<u>Number of PTA Enrichment Classes</u>
Berkeley Arts Magnet	13
Cragmont	12
Emerson	14
Jefferson	15
John Muir	6
LeConte	8
Malcolm X	20
Oxford	0
Rosa Parks	0
Thousand Oaks	0
Washington	1

BEARS - ASI by Site

School Site	AS1 0-2	ASI 3+	Total	% ASI 3+
Berkeley Arts Magnet	4	25	29	86.2%
Cragmont	0	7	7	100.0%
Emerson	1	6	7	85.7%
Jefferson	3	22	25	88.0%
John Muir	11	50	61	82.0%
LeConte	1	23	24	95.8%
Malcolm X	3	28	31	90.3%
Oxford	0	1	1	100.0%
Rosa Parks	2	17	19	89.5%
Washington	4	20	24	83.3%
Grand Total	29	199	228	87.3%
*ASI 3+ in BUSD overall is 38%				

LEARNS - ASI by Site

School Site	ASI 3+	ASI 0-2	Total	% ASI 3+
Berkeley Arts Magnet	47	67	114	41.2%
Cragmont	60	51	111	54.1%
Emerson	50	113	163	30.7%
Jefferson	N/A	N/A	N/A	N/A
John Muir	N/A	N/A	N/A	N/A
LeConte	93	65	158	58.9%
Malcolm X	46	88	134	34.3%
Oxford	67	95	162	41.4%
Rosa Parks	101	190	291	34.7%
Thousand Oaks	100	68	168	59.5%
Washington	39	67	106	36.8%
Longfellow Magnet Middle School	158	51	209	75.6%
Martin Luther King Middle School	189	354	543	34.8%
Willard Middle School	125	159	284	44.0%
Grand Total	1075	1368	2443	44.0%



ELT Afterschool Sub-Committee Agenda

March 8, 2018

1. “From your perspective, what are three things that are working well in BUSD's after school programs?”
2. “What improvements would you like to see made to BUSD's after school programs?”



ELT Afterschool Subcommittee Survey Results

1. “From your perspective, what are three things that are working well in BUSD's after school programs?”
2. “What improvements would you like to see made to BUSD's after school programs?”



Working Well

Some sites have great overall programs or specific program components (i.e. enrichment, academic support)

PTA enrichment classes at certain sites are excellent and popular (examples are MX, Jefferson)

LEARNS is able to provide on-site after school care and safety, and is convenient for working families

Equitable: Sliding fee-scale allows for everyone to participate



Working Well (Cont.)

Some sites offer beneficial academic support/homework help

There are some excellent, caring staff at some sites who bridge connections between students and families

BEARS is able to provide academic and other interventions that help our neediest students

Partnerships with community programs (such as BUILD) help to provide high-quality tutoring and ongoing mentoring relationships for students



Five Improvement Categories

Increased access and family-centered operations

Equitable quality and consistency

Opportunities for BEARS/LEARNs integration

Staff recruitment, support, and retention

Strengthening partnerships

Increased Access and Family-Centered Operations



Increased Access to ELT.

- More spaces for students/families are needed, some sites offer more access than others.
- Need to explore ways to serve more who desire/need after school programs

Timely registration, enrollment, notification

- Recruitment and enrollment should take place well before the school year start (Spring), and parents should be notified whether or not their children are enrolled well in advance

Timely and consistent billing, payments and

Equitable Quality and Consistency



Programs need to be more consistent and equitable across sites

- Create equity among school sites, so that programs are comparable in quality and capacity
- Consider a baseline minimum or menu for enrichment, academic supports, care and safety (without having to be exactly the same)

Stronger alignment (integration) with school-day programming (i.e. curriculum, behavior norms, language, social-emotional supports and standards)

- Structure, design, and implement the after school program as an extension of the day program

Opportunities for BEARS/LEARNS Integration



Look for creative solutions to address the BEARS/LEARNS integration challenge.

- In what ways can we keep BEARS and LEARNS students together?
- Are there ways to keep BEARS students at their sites?



Staff Recruitment, Support, and Retention

Identify and implement internal (BUSD) and external opportunities to provide more consistent and appropriate staffing

- Student/Adult ratio in some groups are too large

Professional development and support

- Is staff training and evaluation done on regular basis?
- Need more support for BEARS staff and activities, including PD, attendance at school-day staff meetings, and higher salaries
- Staff should all receive professional development so that they are equipped to serve in many facets. We have long term subs who don't qualify for PD

Strengthening Partnerships

Address Business relationship BUSD/PTA/Vendors to provide quality and equitable enrichment

- Can BUSD take over from PTA and contract with vendors to provide quality enrichment at all sites?
- Merge enrichment class funding for LEARNS and PTA enrichment. Figure out some way of sharing resources, avoiding overlap and improving offerings.

Consider partnership opportunities with City of Berkeley

- How might we collaborate with the city (or other entities) to strengthen after school opportunities?



Design Constraints

BEARS And LEARNS Integration Restrictions



<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
BEARS and LEARNS have different regulations, target populations, and funding stream requirements	We need to continue to offer both programs, and to uphold all requirements.	We can brainstorm and recommend ideas/strategies for BEARS and LEARNS to work together within these mandates

Afterschool is Inside of a Larger Context



<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
ELT is part of a larger context of district priorities and obligations	The higher the dream for ELT, the more we need to look at it within the context of larger community and district priorities (i.e. BSEP, Assignment policy, etc.).	<p>There is work we can do to improve on certain areas within the larger context</p> <p>We can recommend that the district re-prioritize ELT within the context of overall BUSD vision and goals.</p>

Partnership with City of Berkeley

<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
BUSD has a different mandate/history/role than City of Berkeley	BUSD Afterschool and CoB programming has co-existed under different mandates for a long time. Moves to change things and more effectively integrate will take commitment and time.	We can look for opportunities to partner/collaborate with the City over the short and long term.

Staffing Challenges in BUSD

<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
Hiring and retaining qualified district staff is a significant challenge.	BUSD has openings that it simply cannot fill.	We can explore ways in which the district might improve attraction and retention of candidates, as well as how we might partner with local agencies to bring in skilled adults.

Site Programs have Diverse Histories



<u>Issue</u>	<u>Constraints</u>	<u>Opportunities</u>
Some programs, have slightly different priorities, histories, values – Not every school site will look exactly the same	We can learn from the “exceptions” such as Rosa Parks, but their histories and uniqueness make them challenging or impossible to duplicate across all sites.	We can take what is going well with some programs and look to expand comparable opportunities.



Subcommittee Meeting Dates

Afterschool Subcommittee

March 19

April 16

May 7

Summer School Subcommittee

TBD Based on Membership